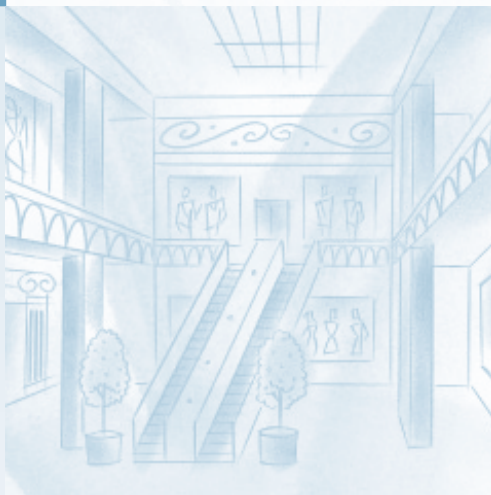


CALIFORNIA  
ARCHITECTS  
BOARD

*public protection  
through examination,  
licensure and regulation*



California Supplemental Examination  
**Candidate Brochure**



**California Architects Board**

*Public Protection Through Examination,*

*Licensure and Regulation*

400 R Street, Suite 4000 • Sacramento, CA 95814-6238

(916) 445-3394 or (800) 991-2223 • (916) 445-8524 *fax*

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State and Consumer Services Agency

Gray Davis, *Governor*

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# INTRODUCTION

To obtain a license to practice architecture in California, every candidate is required by the California Architects Board (CAB) to successfully complete a written examination and the California Supplemental Examination.

As in other states with unique needs and regulatory requirements, California administers a supplemental exam to ensure that candidates for licensure have the ability to demonstrate through oral communication that they have the necessary architectural knowledge and skills to respond to the conditions found in California.

The setting for architectural practice in California is distinct from that of other states in terms of the breadth, magnitude, and complexity of the individual circumstances that create its context. California's large physical size, large and diverse population, varied landscape and climate, high seismicity, distinctive legal framework, and massive economy create an unusually demanding context for architectural practice. Additionally, the varying interplay of these conditions for specific projects gives rise to even more complicated settings for the conduct of architectural practice in the state.

This brochure contains information in the following areas:

- examination content, including the Test Plan (see Appendix A) and scenario-based format
- examination administration, including preparation and procedures for the examination
- scoring and reporting
- sample scenario, questions, and responses (see Appendix B)

Please use this brochure not only as a study guide, but also as a resource to understand the administrative procedures used for the California Supplemental Examination. If you have any questions, call CAB at (916) 445-3394 or send an e-mail message to [cab@dca.ca.gov](mailto:cab@dca.ca.gov).

# EXAMINATION CONTENT

## Test Plan

The Test Plan is the basis for the examination development and should be used as a guide to prepare for the California Supplemental Examination. The Test Plan consists of a list of tasks that California architects perform, with each task followed by a paragraph describing the knowledge that supports the task (*see Appendix A*).

All questions in the California Supplemental Examination address one or more tasks of the Test Plan. While not every task will be addressed by every form of the examination, candidates should be prepared to respond to questions dealing with any of the Test Plan tasks.

The Test Plan is based on the results of a 1997 statewide survey of practicing California-licensed architects. The Job Analysis Survey content addressed the full scope of architectural practice. Survey respondents rated architectural tasks and knowledge statements on two scales: their importance to technically sound and professionally responsible practice, and their frequency of performance on projects within California over the previous five years.

The survey results were used by a panel of California architects to determine the content areas that need to be assessed on the California Supplemental Examination to reflect current architectural practice in the state.

As part of that process, the panel compared the California Job Analysis Survey task list to the job analysis survey task list for the national writ-

ten examination, the Architect Registration Examination (ARE). Overlapping tasks were removed if they were considered not related to the special needs of California as a distinctive practice or if they were adequately addressed in the ARE to ensure competent practice in a California context. At the conclusion of the process, 11 tasks were removed from the original set of 33, reducing the number of tasks to be included on the CAB Test Plan to 22 tasks.

The Test Plan is divided into two primary areas, and the tasks are organized into five categories as follows:

- ◆ **Organization of Architectural Practice**

- A. *Professional Services* (32%)
- B. *Professional Organization* (14%)
- C. *Professional Responsibilities* (20%)

- ◆ **Delivery of Architectural Services**

- D. *Research, Design Analysis, and Programming* (13%)
- E. *Design Implementation* (21%)

The percentage in parentheses after each category title represents the portion of the examination that addresses that category's content. The percentages were derived from the ratings obtained by respondents to the California Job Analysis Survey.

The first area of the Test Plan, **Organization of Architectural Practice**, emphasizes the structure of the office and the associated responsibilities that go along with being an architect. The

second area, **Delivery of Architectural Services**, focuses on the process that results in delivered architectural services.

While the new Test Plan includes some tasks that are very similar to those found in previous California Supplemental Examination test plans, it does not arrange the tasks of architecture according to the traditional sequence of “phases of practice.” Additionally, the new Test Plan includes some architect activities that address changes in practice and were found by the Job Analysis to be critical to current California practice, such as determining appropriate expanded services, participating in professional development activities, and establishing business management systems to conduct an architectural practice.

Some tasks may appear to be repeated in the two main areas of the Test Plan, but are actually distinct because of the difference in context. For example, the issue of codes is present in Organization of Architectural Practice with respect to *whether* codes apply and then in Delivery of Architectural Services with respect to *how* certain codes apply to a project. For this reason, it is important to pay careful attention to the action verbs used in the task statements to correctly interpret and differentiate their meanings.

## Examination Context

The approach to the California Supplemental Examination, the project scenario, was developed to provide candidates with a better opportunity to demonstrate their competence in the areas of architectural practice assessed by the Test Plan. Each form of the scenario-based examination is developed around a particular, hypothetical project and includes graphic and written documents. The project description and graphics provide a focus for the examination questions and establish a context for candidate responses.

The project scenario is a tool that provides greater continuity by unifying the questions around a particular examination context. The scenario-based examination facilitates candidates’ efforts to display their understanding of the integration of various aspects of project design and construction.

In addition to achieving a more authentic representation of real-life architectural practice, the scenario-based examination incorporates critical aspects of California practice into the examination context.

The project scenario generally involves a small- or moderate-scale, nonresidential project or a portion of a larger project. The project scenario documents typically may include the following:

- ◆ a single page of written information such as the project program, site description, and architect and client profiles
- ◆ two to four pages of graphics such as site plan, floor plan, elevations, sections, and/or details
- ◆ other project-related information such as a letter from the client, a transmittal from the contractor, a memo from the planning department, etc.

# EXAMINATION ADMINISTRATION

## Format

The California Supplemental Examination is a structured oral examination that lasts approximately one hour. During the California Supplemental Examination, the candidate is required to demonstrate through oral responses his or her overall understanding of architectural practice. A panel of three architect commissioners asks the candidate predetermined questions. The candidate's response is graded in relation to predetermined, standardized criteria. The flow of the entire exam follows a project through a natural course of development, from initial contact with the client through contract development, project design, and construction. In this way, the examination simulates an abbreviated version of an actual evolving practice situation.

The hour allotted for the California Supplemental Examination should be adequate for the candidate to respond to all questions; however, a candidate is not penalized if more time is needed. Every examination administration is tape recorded in order to produce a complete record of each candidate's responses to the questions asked.

The level of specificity required in a candidate's response varies in accordance with the questions. Bear in mind that the commissioners are listening for the level of competence expected from a newly-licensed architect. Candidates are encouraged to present their answers as completely but concisely as possible. One- or

two-word responses are not acceptable for any question.

Some of the questions ask for a particular number of examples. The candidate should pay close attention to provide the required number in his or her response.

While the commissioners are experienced architects, they cannot make assumptions about candidates' knowledge or understanding. Commissioners can only judge explicit oral responses. Therefore, candidates must respond to each question as thoroughly as possible.

## How to Use the Project Scenario Documents

Candidates are given the option to review a set of project scenario documents in a secure area for up to 20 minutes prior to their examination. This optional 20-minute review period is intended to familiarize candidates with the project that will be the basis for their examination. Candidates should use the review opportunity to get an overall picture of the context for the examination before individual questions are asked. Because the documents are available throughout the exam, no notes can or need to be taken. The examination questions do not require candidates to memorize in-depth knowledge of specific details about the project scenario.

Though not every question requires the candidate to rely on information from the project scenario documents, it is important to incorporate the scenario context into responses where

appropriate. Many of the questions require the candidate to apply his or her understanding of architectural practice to the particular features and characteristics of the project scenario, such as its site conditions, program requirements, and regulatory concerns.

Previous experience with or in-depth knowledge of the specific project type is not the emphasis or goal of the scenario-based examination; however, the candidate is allowed to refer to his or her own experience with other types of projects where relevant to the question asked.

The following guidelines summarize the recommended approach for reviewing and using project scenario documents.

#### *Before the examination:*

- ◆ Attend the optional 20-minute period for reviewing the project scenario documents prior to the examination.
- ◆ Read through all of the written and graphic documents.
- ◆ Become familiar with the project site and program requirements.
- ◆ Consider any characteristics of the project that have particular significance in California (such as environmental concerns, coastal or central valley climatic conditions, etc.)
- ◆ There is no need to memorize the specific details of the scenario or the documents as they will be available throughout the examination.

#### *During the examination:*

- ◆ Keep the context of the project in mind when developing responses.
- ◆ Refer to the documents as often as necessary. Use them as in actual practice to help think through responses.
- ◆ Address the particular features of the project in responses where appropriate. Don't hesitate to state what seems obvious.

## **Administration Process**

The following steps outline the processes of the California Supplemental Examination administration.

1. Candidates are provided with detailed scheduling information such as location, date, and time of their examination approximately 30 days prior to the examination administration.
2. On the day of the examination, the candidate should allow adequate time for travel and potential traffic or parking problems and should also plan to arrive at the exam site at least 15 minutes early to allow sufficient time for signing in for the examination.
3. Upon arriving at the exam site, the candidate signs in and presents photo identification to a proctor. The candidate then reviews a copy of the "California Supplemental Examination Guidelines for Candidates." The candidate waits in a designated waiting area with other candidates scheduled for the same examination time slot (typically approximately 18 – 25 candidates).
4. At the start of the optional 20-minute review period, the candidate may be escorted by a proctor to a separate waiting area to review the project scenario documents. The proctor assigns a separate set of documents to each candidate. The candidate reads through the project scenario documents to become familiar with the project that is the basis for his or her exam. The documents may not be written on, and no notes may be taken. Candidates are allowed **no more than** 20 minutes for the review.

Candidates who arrive late are allowed the remainder of the optional 20-minute review period to complete their review. Candidates who arrive **after** the optional 20-minute review period has ended are not allowed to review the project scenario documents prior to the examination.



5. At the end of the optional 20-minute review period, the scenario documents are collected, and the candidate remains in the waiting area for a period of time until an examination panel is available. Discussion of the documents with other candidates is not allowed. Since the examination is not timed and can vary in duration depending on the individual candidate, examination panels finish administering examinations at varied times; **therefore some candidates may wait beyond their scheduled examination time before a panel becomes available.**
6. A proctor notifies the candidate when the panel is ready to begin the examination. A proctor escorts the candidate to the exam room. A set of scenario documents is in the exam room and is available for the candidate to refer to throughout the examination.
7. The proctor asks the candidate to wait outside the exam room briefly while the proctor distributes the candidate's score sheets to the panel members. The proctor then starts the tape recorder and introduces the candidate to the panel members. The candidate verifies that he or she does not know any of the panel members. The panel members are not advised of the candidate's status (i.e., first time, repeat, relicensure, or reciprocity).
8. The 3-member panel asks and grades predetermined questions that address the areas of architectural practice covered in the Test Plan. Commissioners rotate the asking of questions to ensure that the candidate is asked approximately the same number of questions by each commissioner.
9. Many of the examination questions refer to the project scenario, and the candidate is required to incorporate information and understanding of that project into his or her responses.
10. During the examination, the panel members may make notes to themselves. Candidates are

advised to not be concerned or distracted by this note-taking, as it is not an indication of a candidate's performance.

11. At the conclusion of the examination, the panel excuses the candidate, who should then check out with the sign-in proctor.
12. The sign-in proctor distributes to the candidate a California Supplemental Examination Candidate Exit Survey that may be completed by the candidate and submitted to the proctor or mailed to the Board office.

## Examination Procedures

The following are some standard procedures for the administration of the California Supplemental Examination:

- ◆ The candidate must respond to each question in the order it is asked. However, the candidate may ask that the question be repeated, and he or she may ask for time to formulate an answer before beginning the response.
- ◆ The commissioners are not permitted to use synonyms for words or terms; nor are they permitted to provide any further explanation of a question.
- ◆ Commissioners may ask the candidate to elaborate or be more specific in his or her response.
- ◆ A commissioner may ask the candidate to repeat his or her response if the commissioner did not originally hear the response.
- ◆ A commissioner may repeat a question if the candidate's response clearly indicates that the question was misunderstood.
- ◆ The candidate should pay close attention to provide the required number of examples in his or her responses.
- ◆ Commissioners may ask a candidate to go on to the next question if the response begins to digress from the question at hand. Candidates should not interpret such an interruption as an indication of whether the response was competent or incompetent.

- ◆ If the candidate wishes to point to any area on the project scenario documents while giving a response, he or she must describe aloud what is being pointed to so that the tape recording can more accurately capture the response.
- ◆ No written or drawn responses are allowed.

## Prohibited Activities

Please remember the following:

- ◆ Candidates are not allowed to use any materials other than those provided during the California Supplemental Examination. Do not bring any portfolio, drawings, or specifications to the examination.
- ◆ Candidates are not allowed to mark on or otherwise make notes about the project scenario documents when reviewing them prior to the examination.
- ◆ Candidates are not allowed to keep any of the project scenario documents they are given to review prior to the examination.

- ◆ Candidates are not allowed to tape record, make notes, or refer to any materials other than the project scenario documents during the examination. This candidate brochure is not allowed in the exam room.
- ◆ Because CAB cannot assume responsibility for personal belongings, candidates are advised not to bring them to the examination. Any personal items that are brought to the examination (briefcases, purses, cellular telephones, pagers, study materials, etc.) must be left in the candidate waiting area.
- ◆ Candidates must abide by the provisions of California law regarding the security of licensing examinations (*see Appendix C*).

## EXAMINATION SEMINARS

The California Architects Board (CAB) is required by law to supply the names and addresses of examination candidates upon request to individuals and organizations that provide educational information regarding the examinations (Civil Code Section 1798.61). The *California Supplemental Examination Candidate Brochure*, prepared by CAB, is the **only** official exam preparation publication for the California Supplemental Examination. CAB does not contribute to nor endorse any other exam preparation study guide or seminar for the California Supplemental Examination. No current examination commissioner may contribute to or participate in any California Supplemental Examination preparation study guide or seminar. In addition, individuals and organizations that offer supplemental examination preparation study guides or seminars are **not** given any information beyond what is available in the *Candidate Brochure* or otherwise provided to candidates.

# SCORING AND REPORTING

The scoring procedures and passing standards established by CAB are used to ensure that the process of evaluating candidate performance on the California Supplemental Examination is as objective and uniform as possible.

The California Supplemental Examination measures skills required to practice architecture in California and represents a standard of performance, or criterion, that an expert panel of California architects and consultants recommend to CAB as the minimum acceptable level for entry into the profession.

The California Supplemental Examination is a criterion-referenced exam, which means that a candidate's performance is assessed against an external standard, or criterion, rather than against the performance of other candidates. In licensure testing, it is crucial to determine whether a candidate is competent, not whether the candidate performs better or worse than other candidates.

Each commissioner is formally trained to consistently apply the defined grading criteria for the California Supplemental Examination. Commissioners are trained to determine whether the minimum acceptable level of competence has been demonstrated by the candidate. Each commissioner makes his or her judgments independently and records his or her judgments on a score sheet.

The percentages that follow the Test Plan category titles (e.g., Professional Services - 32%) guide the assignment of points to the examination questions. For example, approximately 32% of the examination points will be assigned to questions that deal with the tasks in the Professional Services category.

Questions vary in how many parts they have, and these parts vary in their point value. Not all questions are worth the same number of points. Candidates will be given points for each competently answered part of an examination question. Each judged part of a response is scored as competent when two of the three commissioners judge it to meet the grading criteria. A candidate's total examination score will equal the total number of points corresponding to all of the candidate's competent responses. Candidates whose total score does not meet the minimum passing standard will be required to repeat the entire California Supplemental Examination.

Candidates will receive their results approximately 30 days following their examinations. Results of the California Supplemental Examination are reported to candidates in terms of pass or fail scores. Based on the points earned for their examination, candidates who do not pass the California Supplemental Examination receive diagnostic information regarding their performance by Test Plan category.

# APPENDIX A

## Test Plan

**T**he following Test Plan document is a guide to help candidates prepare for the California Supplemental Examination. The Test Plan consists of a list of tasks that California architects perform, with each task followed by a paragraph describing the knowledge that supports the task.

All questions in the California Supplemental Examination address one or more tasks of the Test Plan. While not every task will be addressed by every form of the examination, candidates should be prepared to respond to questions dealing with any of the Test Plan tasks.

The percentages that follow the category titles (e.g., Professional Services–32%) guide the assignment of points to the examination questions. For example, approximately 32% of the examination points will be assigned to questions that deal with the tasks in the Professional Services category.

# I. Organization of Architectural Practice

Application of knowledge necessary to manage and provide professional services in a competent, ethical, legal, cost-effective, and timely manner.

**A. PROFESSIONAL SERVICES** – The scope of services provided to a client that support the development of an architectural project. (32%)

**1. Determine the scope of predesign services such as strategic facilities planning and programming.**

To determine the scope of predesign services, apply knowledge of processes for conducting interviews and surveys, researching applicable information, evaluating that information for inclusion in a program, and organizing the presentation of relevant information.

**2. Determine the scope of information regarding the natural systems and the built environment related to a site or facility.**

Apply knowledge of topographical influences, hydrological/geological impacts, climatic influences, biological impacts, influences of the existing built environment, and the availability of infrastructure to determine the scope of information that will influence the development of a site or facility.

**3. Determine which laws, codes, regulations, and standards apply.**

Use knowledge of local, California state, and federal laws, codes, regulations, and standards as well as knowledge of private community standards [such as homeowner association design guidelines; Covenants, Conditions, and Restrictions (CC&Rs);

and easements] to determine which of these apply to a project.

**4. Determine the scope of project feasibility analysis.**

To determine the scope of project feasibility analysis, apply knowledge of physical site conditions (such as geological and topographical), environmental conditions (such as biological and climatic), and existing building conditions (such as size and configuration); apply knowledge of how the project impacts existing infrastructure (such as roads, utilities, schools). Also, apply knowledge of project cost analysis and scheduling, and knowledge of processes such as how to determine types of potential users, how to obtain a market analysis, and how to obtain an economic analysis.

**5. Determine the scope of design services.**

To determine the scope of design services, apply knowledge of the types of design services and of project scheduling. Also, apply knowledge of the processes of developing, documenting, and communicating design solutions, and of the processes of construction bidding and negotiation.

**6. Determine the scope of construction phase services.**

Apply knowledge of traditional construction administration services (such as periodic observation, submittal review, and project close-out) and of the extent of on-

site representation appropriate for a client or project to determine the scope of construction phase services.

**7. *Determine which expanded services might be provided such as facilities management, peer review, post-occupancy studies.***

Apply knowledge of such services as overall project construction management, post-occupancy performance evaluation, facilities management and maintenance and operation programming, legal testimony, peer review, strategic facilities planning, value engineering, existing facilities surveys, environmental studies, and project start-up and warranty review to determine which expanded services might be provided.

**B. PROFESSIONAL ORGANIZATION** – The processes a practitioner uses for organizing human and physical resources to deliver services. (14%)

**8. *Establish the role of the architect in relation to client and users.***

To establish the architect's role in relation to clients and users, apply knowledge of relationships with different types of clients, different types of users, and the client's consultants; apply knowledge of how cultural differences impact interactions with clients and users. Also, apply knowledge of methods to communicate with clients (such as meetings, memoranda, and reports) and with users (such as focus groups, interviews, and hearings), as well as knowledge of contractual obligations with respect to clients.

**9. *Identify architect's relationships with relevant regulatory agencies.***

To identify the architect's relationships with relevant regulatory agencies, apply knowledge of which agencies have jurisdiction over a project, of the interrelationships between agencies, of the process for communicating with agencies, and of the architect's role in obtaining approvals.

**10. *Establish business management systems to conduct an architectural practice.***

To establish business management systems, apply knowledge of office business plans (such as mission statements and marketing strategies), personnel programs and services (such as training and benefits), and technological resources (including communication, computing, and imaging devices and software). Also, apply knowledge of procedures for in-office financial management, for management decisions, and for coordinating personnel, tasks, and schedules.

**C. PROFESSIONAL RESPONSIBILITIES** – The laws, regulations, and professional standards that guide architectural practice. (20%)

**11. *Apply California's Architects Practice Act to the provision of architectural services.***

Apply knowledge of the requirements of California's Architects Practice Act to the provision of architectural services.

**12. *Apply principles of business law to the practice of architecture.***

Apply principles of business law using knowledge of how standard of care affects liability, of the appropriate contractual form for requested services, and of liability (**legal**) responsibilities. Also, apply knowledge of methods of limiting liability risks (such as contract provisions) and of laws related to employer/employee responsibilities.

**13. *Understand the application of the principles of construction law to the practice of architecture.***

Understand the application of the principles of California construction laws (such as Mechanics' Lien Law and minimum warranty periods) and apply knowledge of the concepts of the architect's responsibilities associated with the conditions of owner/contractor agreements to the practice of architecture.

**14. *Represent professional capabilities and experience to clients.***

Apply knowledge of methods used to accurately communicate and present professional capabilities and experience, of relationships with clients (including cultural considerations), and of communication tools (such as marketing materials and resumes) to represent architectural capabilities to clients.

**15. *Participate in professional development activities, such as continuing education.***

Participate in professional development activities using knowledge of professional associations and resources [such as The American Institute of Architects (AIA) or the National Council of Architectural Registration Board (NCARB)], professional development opportunities (such as AIA and NCARB continuing education systems or university extension programs), intern development programs [such as NCARB's Intern Development Program (IDP)], and community service opportunities (such as local planning commission and design review).





## II. Delivery of Architectural Services

The application and integration of architectural principles and knowledge to create or modify built environments consistent with the protection of the public's health, safety, and welfare.

### D. RESEARCH, DESIGN ANALYSIS, AND PROGRAMMING –

Knowledge of the procedures necessary for the assessment of relevant information in preparation for design of a project. (13%)

#### 16. *Assess the inter-relationships between natural systems and the built environment.*

Apply knowledge of regional and local natural ecosystems (such as climate, geology, and vegetation), sustainability (such as energy use, resource conservation, and life cycle cost analysis), natural and human caused environmental hazards (such as seismic activity and fire), and the existing context to assess the two-way relationships between natural ecosystems and the built environment.

#### 17. *Assess the inter-relationships of societal factors and the built environment.*

Apply knowledge of the needs of the community as a whole, socioeconomic and political factors, and cultural differences (such as language and customs) to assess the inter-relationships of societal factors and the built environment.

#### 18. *Assess and apply specific provisions of relevant laws, codes, regulations, and standards.*

To assess and apply specific provisions of relevant laws, codes, regulations, and standards, apply knowledge of regional, local requirements (such as General Plan, Specific Plan, Building Code, Zoning Ordinance, and Design Review), local review and approval processes (such as plan check, design review, and environmental review), state requirements [such as California Building Standards Code (CBSC) energy, accessibility, seismic], state review and approval processes [such as California Coastal Commission, California Environmental Quality Act (CEQA), Fish and Game], federal requirements [such as Americans with Disabilities Act (ADA) and Occupational Safety and Health Act (OSHA)], and federal review and approval processes (such as the Corps of Engineers and US Fish and Wildlife).

- E. DESIGN IMPLEMENTATION** – Synthesis and application of information that leads to a solution that responds to defined project requirements. (21%)

**19. *Integrate appropriate building systems.***

Apply knowledge of basic elements of structural, mechanical, electrical, plumbing, communication, security, and conveying systems; knowledge of environmental control systems, lighting, acoustics; knowledge of energy management; knowledge of systems to resist seismic forces and of systems to withstand nonseismic vertical and lateral forces; and knowledge of how to integrate building systems and coordinate systems with consultants.

**20. *Integrate appropriate building materials.***

Apply knowledge of the properties, use, application, cost and life cycle considerations of building materials to integrate building materials into a project.

**21. *Select and integrate nonstructural building elements.***

Apply knowledge of nonstructural building elements (such as furnishings, fixtures, and equipment items), of the appropriate use of nonstructural elements, and use knowledge of how such elements are integrated into and affect building systems.

**22. *Implement the construction administration process.***

Apply knowledge of documentation requirements, submittal evaluation requirements, observation procedures, and occupancy phase requirements (such as close-out procedures, lien laws, start-up procedures, and building commissioning) to implement the construction administration process.

## A P P E N D I X B

### Sample Project Scenario, Example Questions, and Elements of Competent Responses

**T**his appendix provides a sample of a project scenario that establishes the context for five examples of California Supplemental Examination questions. The sample project scenario contains a single-page written project description and several pages of graphic exhibits that are typical of the kind of documents that will be used for an actual administration of the examination.

Using this appendix as a study tool, candidates should first review the project scenario to get an overall picture of the context for the set of examples of examination questions.

The examples of examination questions that follow the sample project scenario illustrate how the California Supplemental Examination questions are derived from the Test Plan tasks and relate to the scenario. The descriptions of elements of competent responses indicate the level of information sought in candidate responses and, where appropriate, describe how project scenario features are to be incorporated.



# SAMPLE PROJECT SCENARIO

## Program Description

### *Site:*

Large urban seaside city in Southern California  
Corner lot in historical part of town near the wharf

13,200 SF site in commercial/retail zone

Existing one-story 1960's building that has never been remodeled and does not meet accessibility standards

Type V – non-rated – wood frame and stucco

Building has no historic value.

### *Program:*

Branch office for Best Bank

The bank has leased the entire 6,000 SF building; 4,200 SF is required for bank use.

The remaining 1,800 SF is to be subleased to a retail tenant, as yet undetermined.

In addition to tenant improvement plans, the bank wants to give the building a facelift and add two tower elements to the roof.

### *Architect Profile:*

J.O.B. Architect is a 40-person firm, specializing in commercial/retail projects throughout California. You are the project architect for this bank project.

### *Client Profile:*

Best Bank is a growing regional bank. This is J.O.B. Architect's first contract with this client.

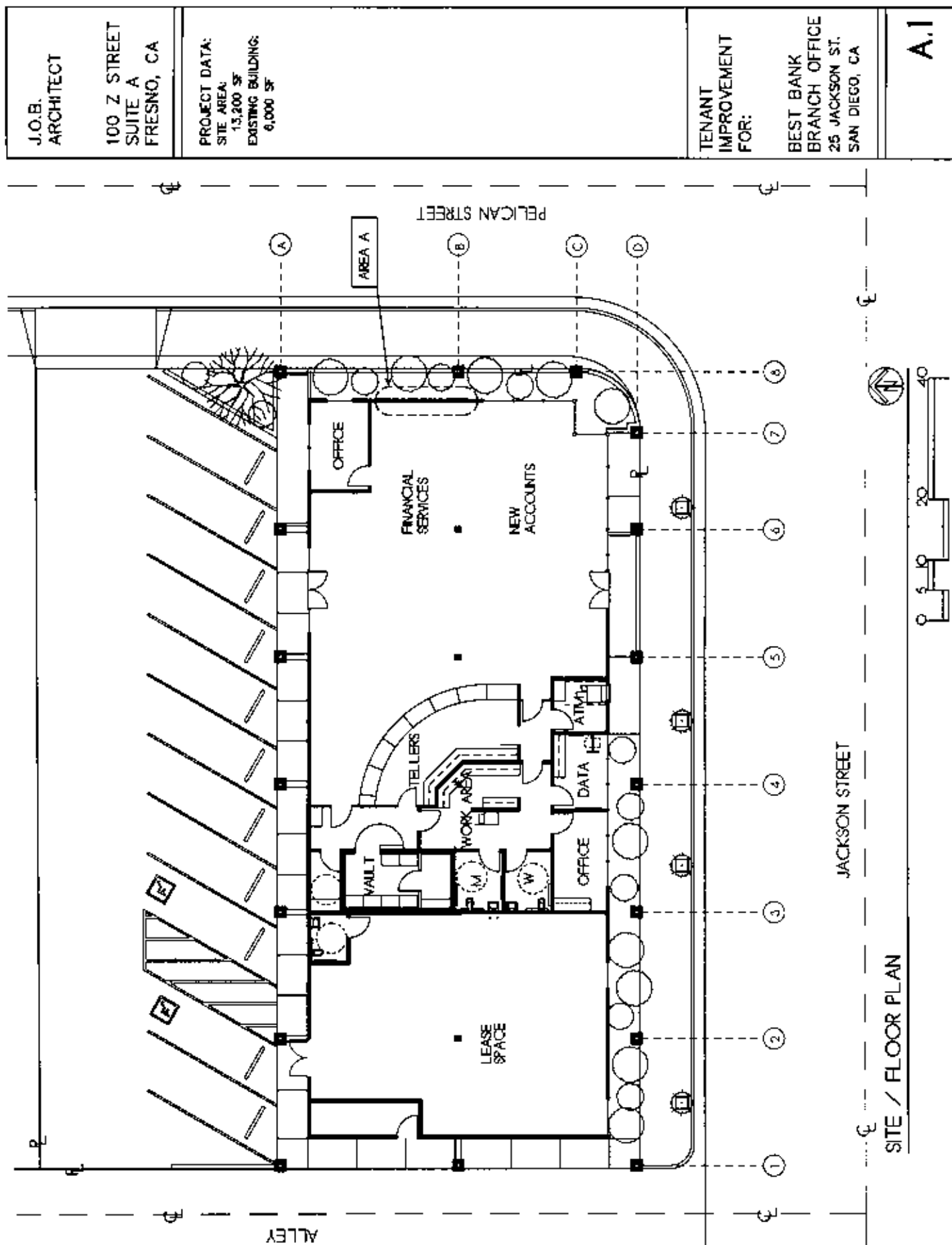
### *Graphic Exhibits:*

A.1 Site/Floor Plan

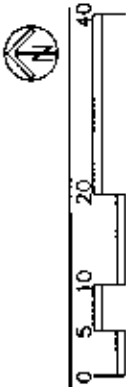
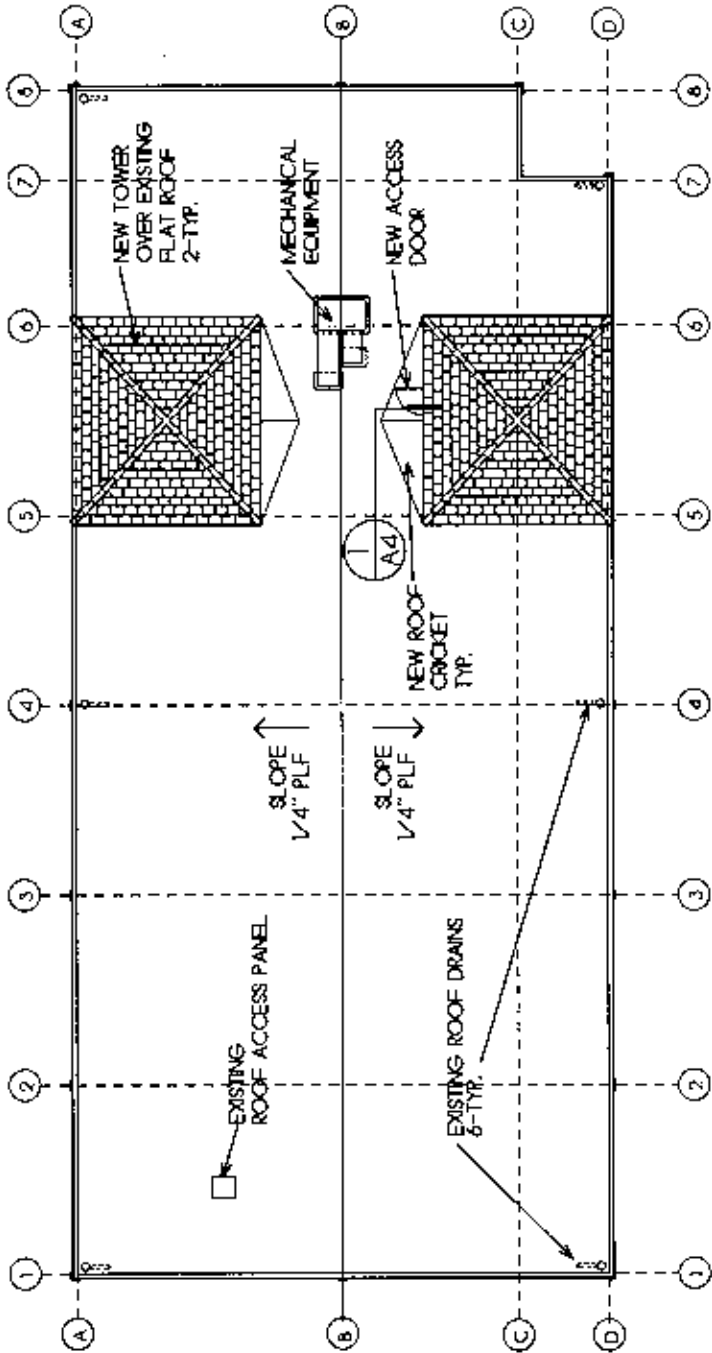
A.2 Roof Plan

A.3 South and East Exterior Elevations





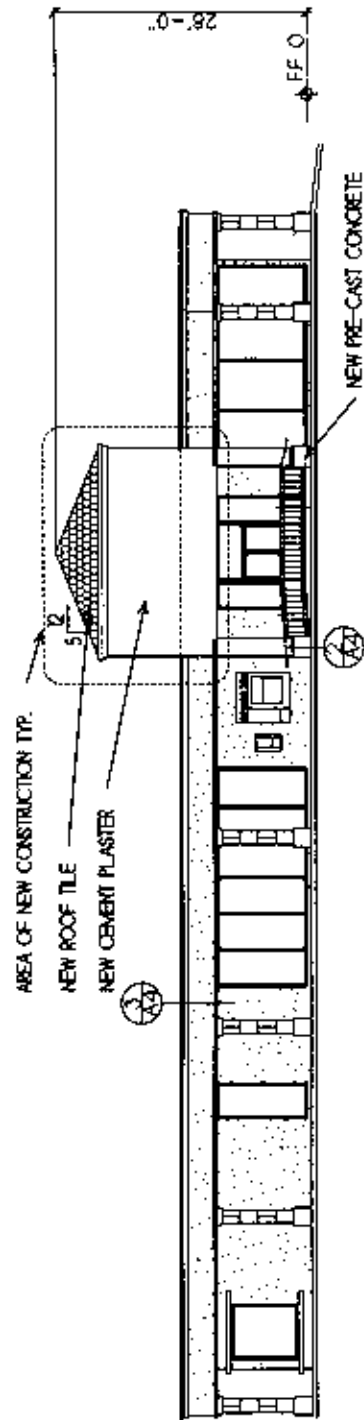
<p>J.O.B. ARCHITECT</p> <p>100 Z STREET SUITE A FRESNO, CA</p>	<p>PROJECT DATA:</p> <p>SITE AREA: 13,200 SF</p> <p>EXISTING BUILDING: 6,000 SF</p>	<p>TENANT IMPROVEMENT FOR:</p> <p>BEST BANK BRANCH OFFICE 25 JACKSON ST. SAN DIEGO, CA</p>	<p>A.2</p>
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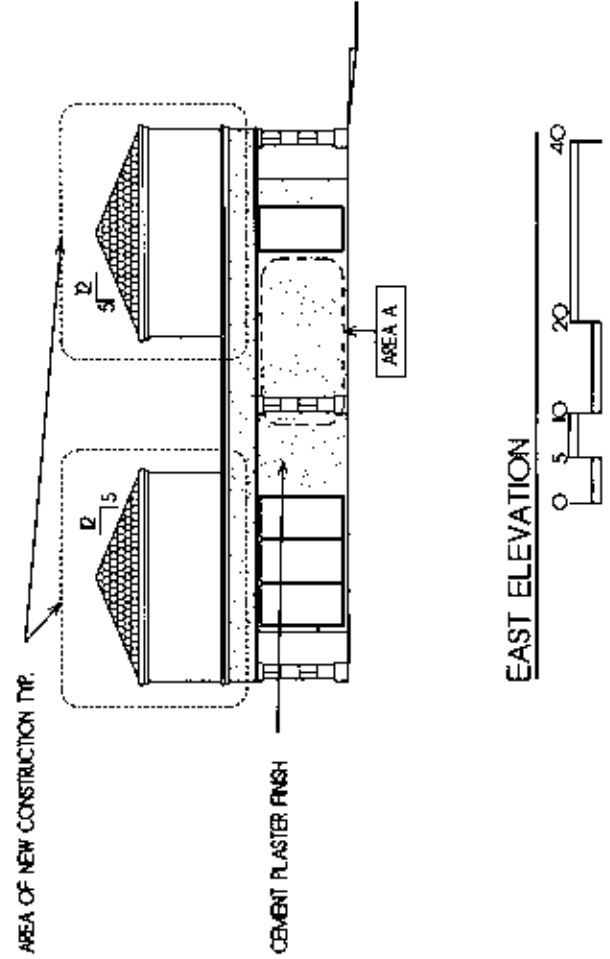
ROOF PLAN



J.O.B. ARCHITECT	100 Z STREET SUITE A FRESNO, CA	PROJECT DATA: SITE AREA: 13,200 SF EXISTING BUILDING: 6,000 SF	TENANT IMPROVEMENT FOR:	BEST BANK BRANCH OFFICE 25 JACKSON ST. SAN DIEGO, CA	A.3
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SOUTH ELEVATION



EAST ELEVATION

# Sample Questions and Elements of Competent Responses

## TEST PLAN TASK 3: Determine which laws, codes, regulations, and standards apply.

### Question 1

**Describe how you would determine which codes and regulations apply to this project.**

*Elements of a Competent Response:*

A competent response includes a description of a process for researching the project to determine the codes and regulations that might be applicable; discussion may include identifying an implementing agency such as Coastal Commission or planning department and the process for determining the specific code and regulatory requirements.

## TEST PLAN TASK 12: Apply principles of business law to the practice of architecture.

### Question 2

**The furniture supplier asks you to incorporate the furniture layout into your construction drawings to expedite their installation. What contractual issues are involved with this request?**

*Elements of a Competent Response:*

A competent response addresses the following two points of business law that apply to this situation:

- The contractual obligation of the architect is to the client, not to the furniture supplier.
- Any potential additional services beyond the contracted scope of services would need to be approved by the client.

## TEST PLAN TASK 18: Assess and apply specific provisions of relevant laws, codes, regulations, and standards.

### Question 3

**Your design calls for the installation of a new storefront in the existing wall at Area A. Describe two specific California Building Standards Code provisions that you would address, and explain why.**

*Elements of a Competent Response:*

A competent response would identify two CBSC provisions and would provide discussion that explains how each provision applies to the addition:

- Seismic provisions, due to reduction of possible shear wall
- Energy provisions, due to increased heat gain or loss through the glazing

## TEST PLAN TASK 20: Integrate appropriate building materials.

### Question 4

Examine the referenced 1/A.4 roof-to-wall detail on the roof plan. Describe what you would consider in developing this detail.

*Elements of a Competent Response:*

A competent response would provide discussion that explains how to achieve integration of building materials at detail callout 1/A.4 and would include descriptions of various aspects of the detail's development, such as

- Support for the new wall by the roof framing
- Roof-to-wall waterproofing
- Material transitions (stucco weep screed)
- Access door installation

## TEST PLAN TASK 14: Represent professional capabilities and experience to clients.

### Question 5

Your client asks you to design the security system for the bank. Your firm doesn't have experience in the design of security systems. Describe your response to the client.

*Elements of a Competent Response:*

A competent response will address the idea that the architect must accurately represent the firm's capabilities to the client, and that the architect for this project may need to bring in a security consultant to fulfill this need.

# APPENDIX C

## California Laws Relating to Examination Security

The following sections of the Business and Professions Code were enacted to ensure that state agencies can maintain the security of their exams.

### § 123. Subversion of Licensing Examinations - Misdemeanor

It is a misdemeanor for any person to engage in any conduct which subverts or attempts to subvert any licensing examination or the administration of an examination, including, but not limited to:

- (a) Conduct which violates the security of the examination materials; removing from the examination room any examination materials without authorization; the unauthorized reproduction by any means of any portion of the actual licensing examination; aiding by any means the unauthorized reproduction of any portion of the actual licensing examination; paying or using professional or paid examination-takers for the purpose of reconstructing any portion of the licensing examination; obtaining examination questions or other examination material, except by specific authorization either before, during, or after an examination; or using or purporting to use any examination questions or materials which were improperly removed or taken from any examination for the purpose of instructing or preparing any applicant for examination; or selling, distributing, buying, receiving, or having unauthorized possession of any portion of a future, current, or previously administered licensing examination.
- (b) Communicating with any other examinee during the administration of a licensing examination; copying answers from another examinee or permitting one's answers to be copied by another examinee; having in one's possession during the administration of the licensing examination any books, equipment, notes, written or printed materials, or data of any kind, other than the examination materials distributed, or otherwise authorized to be in one's possession during the examination; or impersonating any examinee or having an impersonator take the licensing examination on one's behalf.

Nothing in this section shall preclude prosecution under the authority provided for in any other provision of law.

In addition to any other penalties, a person found guilty of violating this section, shall be liable for the actual damages sustained by the agency administering the examination not to exceed ten thousand dollars (\$10,000) and the costs of litigation.

- (c) If any provision of this section or the application thereof to any person or circumstances is held invalid, that invalidity shall not affect other provisions or applications of the section that can be given effect without the invalid provision or application, and to this end the provisions of this section are severable.

#### **§ 123.5 Engagement in Practices Constituting a Violation Under § 123; Injunction or Restraining Order**

Whenever any person has engaged, or is about to engage, in any acts or practices which constitute, or will constitute, a violation of Section 123, the superior court in and for the county wherein the acts or practices take place, or are about to take place, may issue an injunction, or other appropriate order, restraining such conduct on application of a board, the Attorney General or the district attorney of the county.

The proceedings under this section shall be governed by Chapter 3 (commencing with Section 525) of Title 7 of Part 2 of the Code of Civil Procedure.

The remedy provided for by this section shall be in addition to, and not a limitation on, the authority provided for in any other provision of law.

#### **§ 496. Denial, Suspension; or Violation of § 123; Revocation of License**

A board may deny, suspend, revoke, or otherwise restrict a license on the ground that an applicant or licensee has violated Section 123 pertaining to subversion of licensing examinations.